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ABSTRACT

Recent years have seen a marked rise in the information available--in professional textbooks and in research reports--on secondary reading programs. This compilation has been developed to serve as a guide to some of the more useful older and newly developed texts and research. Fifty-three selected references have been collated in the guide and are organized under fifteen broad categories: the nature of reading development, the need for secondary reading programs, developmental and sequential reading, trends and practices in organization of secondary reading, reading programs (kindergarten through college), educational personnel and reading, parents and reading improvement, reading skills and how to teach them, reading in content areas, reading interests (personal development through reading), materials-mass media-mechanical devices in reading, measurement and evaluation in reading, diagnosis and remediation of reading difficulties, research in reading, and reference materials. All references cite chapter number and title and page number. (TO)

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GUIDE TO PROFESSIONAL TEXTBOOKS AND RESEARCH IN SECONDARY READING

Edward G. Summers

Brother Leonard Courtney

Peter Edwards

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Preliminary edition

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Introduction

In an increasing number of junior and senior secondary schools programs are being developed to meet reading needs of students. Such programs vary greatly and range from the small remedial class designed for the student who is in serious reading and academic difficulty to some few comprehensive type programs which provide developmental, corrective and remedial instruction based on the assumption that secondary schools cannot abrograte responsibility for the continuation of literacy development among students. An important feature of comprehensive programs is broad staff involvement including emphasis on reading skills as needed in all subject classes. The comprehensive program is usually planned and directed by at least one well trained reading specialist in each building. As interest in secondary reading has increased, recent years have seen a marked rise in the information available on this topic including both professional textbooks and research. As the number of references increases the need for organization and integration across sources becomes apparent. This compilation has been developed to serve as a guide to some of the more useful older and newly developed texts and research related to secondary reading.

Organization of the Guide

A total of 53 selected references have been collated in the Guide. Although this number is not all inclusive relative to the total volume of material available on secondary reading, the compilation probably represents the most complete listing and integration of recent references. The contents of the references have been organized under fifteen broad categories.

I. The Nature of Reading Development

II. The Need for Secondary Reading Programs

III. Developmental and Sequential Reading

IV. Trends and Practices in Organization of Secondary Reading

V. Reading Programs--Kindergarten Through College

VI. Educational Personnel and Reading

VII. Parents and Reading Improvement

VIII. Reading Skills and How to Teach Them

- A. Comprehension, Critical Reading, Rate
- B. Word Recognition, Rate
- C. Study Skills

IX. Reading in Content Areas

- A. Reading and Language Arts
- B. Reading and Social Studies
- C. Reading Mathematics
- D. Reading and Science
- E. Industrial Arts, Home Economics
- F. Reading in Other Subject Areas

X. Reading Interests--Personal Development Through Reading

XI. Materials--Mass Media--Mechanical Devices in Reading

XII. Measurement and Evaluation in Reading

XIII. Diagnosis and Remediation of Reading Difficulties

XIV. Research in Reading

XV. Reference Materials

In all instances the sections and chapters within the references have been placed under the categories which indicate the major focus of the materials.

For each category the reader will find listed the content of relevant textbooks, monographs, bibliographies, research and the like published since approximately World War II. No comprehensive source of curriculum guides related to secondary reading is listed although such a publication would be invaluable. Information on such guides is scattered throughout the individual references. In addition, no comprehensive guide to instructional materials for secondary reading is listed although references (21) and (35) do provide perhaps the most complete listing now available. Sections of other references do include some description and analysis of instructional materials.

Using the Guide

With the Guide it is possible for students, teachers, administrators and researchers to locate single textbooks related to areas of interest and to also integrate sources across the references on specific topics. The 53 references represent a wide variety of print sources on secondary reading.

References (1), (11) and (33) are published yearbooks of the National Society for the Study of Education. Each yearbook constitutes a review and synthesis of selected research appearing since publication of the previous yearbook in an area. The purpose is to collate recent research and present a state-of-the-art analysis in the area being covered.

Nineteen professional textbooks related specifically to secondary reading have been collated including references (2) (6) (9) (10) (20) (22) (26) (40) (43) (45) (47) (49) (50) (51) (52) (53). Ten of these have appeared since 1966 and references (40) (43) (50) (51) and (53) provide particularly good examples of the close integration of the teaching of reading in secondary subject areas.

Numerous shorter textbooks, monographs, reviews, phamplets, and guidebooks on special topics have been published in secondary reading and are included. References (3) (4) (5) (7) (8) (14) (15) (16) (17) (18) (23) (24) (25) (28) (29) (32) (37) (38) (48) fall in this category.

Seven books of readings have been developed in recent years and are included as references (12) (13) (27) (30) (31) (41) (46).

Measurement and evaluation in reading is discussed extensively in reference (36) including complete indexes to published reading tests, reviews of tests and research related to tests. References (34) and (44) are useful, less extensive, treatments of more commonly used standardized tests and informal measurement procedures.

Descriptions and evaluations of reading surveys and instructional programs are included in references (21) and (35).

Through use of reference (39) and related sources a complete annotated bibliography of research related to various topics in secondary reading, published in the period 1950 through 1966, can be developed. Included are doctoral theses, research reported in the annual summary of reading research, completed research projects of the US Office of Education and related conference papers from the annual convention of the International Reading Association. A more complete historical record of research can be obtained through use of Published Research Literature in Reading 1900-1949 (ED 013 970) and Doctoral Studies in Reading, 1919-1960 (ED 011 486).

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